

HANDOUT: REFLECTION

CONCEPT DEFINITION	<p>In order for students to learn from their service experience, program leaders must provide structured opportunities for students to reflect critically on the service experience. Student reflection takes place before, during and after service; uses multiple methods; encourages critical thinking; and is a central force in the design and fulfillment of curricular activities. Reflection encourages students to:</p> <ul style="list-style-type: none"> • Form and test opinions, • Discuss actions and reactions, and • Make improvements in future plans.
KEY ASPECTS	<p>Reflection should be an organized experience, developed by teachers to be a strong link with curriculum. Oftentimes, language arts credits and standards can be easily met through consistent written or oral reflection. While reflection needs to be formalized, it can include small group discussions, reflective writings, minute essays about experiences, and individual conferencing.</p>
STRENGTHS AS A DIFFERENTIATION PRACTICE	<p>Students can be found complaining about the need to reflect when consistent reflection is thought to require the same methods time after time. Different methods should be used to ensure that all learner needs are met. Verbal-linguistic learners could reflect by presenting findings and sharing their individual experiences. Logical-mathematical students could determine how programming has met or exceeded performance measures. Visual-spatial learners can reflect through the development of posters or power-point presentations that reveal program results. Bodily-kinesthetic learners can coordinate physical activities related to the project. Intrapersonal learners can facilitate small group discussions about the service-learning experience, while interpersonal learners can write individualized reviews of what they want to gain from the service experience.</p>
ISSUES	<p>Like evaluation reflection is not an element to be forgotten until the end of the service-learning experience. Reflection should guide the service-learning process, helping participants to stay focused on the vision and mission of the project/program. Also, reflection should include various methods, which afford students the chance to be clear in recognizing how they are meeting curricular needs in a variety of subjects.</p>
IMPLICATIONS FOR STUDENT LEARNING	<p>Reflection should address all subject areas that are aligned with the service-learning project/program. If various experiences are utilized for reflection, students can recognize the value and strength of each academic discipline as it relates to their learning and community. The greater the opportunity for reflection about each academic area, the stronger their awareness of how service meets community and curricular needs.</p>
OTHER CRITICAL ASPECTS	<p>Various types of reflective activities can be organized. At the beginning of the experience teachers can assign case studies that will assist student thinking about what to expect from a service project. Journals can be used throughout the project to record thoughts, feelings and actions related to the service-learning experience. Team journals can be used to encourage interaction between students, community partners, and parents. At the end of the experience, a portfolio can be used to organize evidence of successes, project challenges, and how performance measures were met.</p>

HANDOUT: REFLECTION SELF-EVALUATION

The following evaluation should be completed by Service-Learning Advisory Boards, teachers, service-learning coordinators, community partners, and especially youth to determine how collaboration will be developed to ensure a well-rounded service-learning project.

COMPLETED BY: _____

DATE: _____

	DONE	IN PROGRESS	NEED TO DO	DON'T KNOW
1. Reflection includes forms from a wide range of curricula that support diverse learning styles and interests. Exceptional needs students are granted remedial experiences if needed.				
2. Student and community reflections have a powerful voice in guiding the process of the service-learning project/program.				
3. Students share reflections with community partners and other S.L.A.B. members throughout the project/program.				
4. As a component of the reflective process, multiple curricular areas are linked with the service-learning project/program.				
5. Students voice challenges found during the service-learning experience and use reflections to guide and support growth from the project/program.				
6. Family, friends, and neighbors are granted the opportunity to review reflections and assist students in having their needs met during the service-learning project/program.				
7. Community partners and community leaders assist with the reflection process and help to reveal the power of student actions in supporting the growth of the community.				
8. Reflections are scheduled and performed with the school, community partners, parents, community leaders, and media.				
9. Reflection includes a day of celebration that reviews the service that was performed and the learning that was gained.				
10. A session is determined near the end of the project/program to advance future service-learning experiences for students.				